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**TEACHER QUESTIONNAIRE**

(Questionnaire items --- English Exercise --- Classroom Observation Schedule)

**1. Identifying information:**

- (a) School name: \_\_\_\_\_
- (b) School's EMIS number: \_\_\_\_\_
- (c) Teacher's name: \_\_\_\_\_
- (d) Teacher's contact details: Tel (\_\_\_\_\_) \_\_\_\_\_  
Cell (\_\_\_\_\_) \_\_\_\_\_
- (e) Name of Grade 1 class: Gr 1 \_\_\_\_ (e.g., Gr 1 A, Gr 1-ij, etc)
- (f) Age of teacher: \_\_\_\_\_
- (g) Teacher date of birth: \_\_\_\_\_
- (h) Sex: Male \_\_\_\_ Female \_\_\_\_

**2. Your class:**

- (a) In your current class how many learners should be in your class every day? \_\_\_\_\_
- (b) How many learners are usually absent on an average day? \_\_\_\_\_
- (c) Is your class a multi-grade class?

Yes	No

**3. Time and teaching:**

- (a) When do you plan on starting EFAL lessons?

	Tick only 1 box
From the start of Grade R	
From the start of Grade 1	
In the middle of Grade 1	
From the start of Grade 2	

- (b) When you do start, how much time do plan to spend on EFAL lessons per week?

	Tick only 1 box
1 hour	
2 hours	
3 hours	
4 hours or more	



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(c) In the last 10 working days, how many days were you unable to come to school / be in your class?

\_\_\_ days

(d) Indicate the number of days for each of the reasons provided below.

Illness	Personal leave	Teacher training	Official meetings	Protests in area	Union activities	Community memorial	Other

**4. Expertise and experience:**

(b) How many years have you been teaching at the Foundation Phase? \_\_\_\_\_ years

(c) Have you achieved any of the following specific qualifications in education or teaching?

(Insert "X" at **all appropriate options**)

Qualifications (education and teaching specific)	Yes	No
(i) Finished a post-matric teaching certificate (maximum 2 years)		
(ii) Finished a 3-year teaching diploma		
(iii) Finished a 4-year teaching diploma (may include FDE, ACE - See #)		
(iv) Finished a three-year teaching degree (may include a B Ed)		
(v) Finished a four-year teaching degree (may include PGCE – See #)		
(vi) Finished post-graduate (Honours, Master's or Doctoral) degree in education		
None of the above		

# FDE = Further Diploma in Education; ACE = Advanced Certificate in Education; PGCE = Post-Graduate Certificate in Education

(d) From which institution did you obtain your main teaching qualification? \_\_\_\_\_

**5. Language and reading:**

(a) Which language do you speak most often with your family and close friends?

Afrikaans	English	SiSwati	isiNdebele	isiZulu	Sepedi
Sesotho	Setswana	isiXhosa	Tshivenda	Xitsonga	Other (specify)

(b) How many English books have you read in the last year? \_\_\_\_\_

(c) What is the title of the most recent English book you have read? \_\_\_\_\_



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**6. Language teaching and related practices:**

(a) How much of a problem are the following issues for teaching English to your Grade 1 class?

Factor	A Very Big Problem	A Big Problem	A Small Problem	Not a Problem
(i) Shortages of DBE EFAL workbooks for every learner	1	2	3	4
(ii) Shortages of English readers for every learner	1	2	3	4
(iii) Shortages of English Big Books	1	2	3	4
(iv) High pace and volume of EFAL CAPS	1	2	3	4
(v) Lack of discipline among learners	1	2	3	4
(vi) Learner absenteeism / late-coming	1	2	3	4
(vii) Inadequate workspace / too many learners in the classroom	1	2	3	4
(viii) Lack of parental support to their children's learning	1	2	3	4

(b) In your opinion, at the end of which grade should a learner be able to read a previously unseen English paragraph of about 50 commonly used words fluently and with comprehension within one minute.

*(Select one option only)*

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6

(c) Which proportion of learners in your school could actually read English fluently at the end of Grade 3?

*(Select one option only)*

None	1%-25%	26%-50%	51%-75%	75%-99%	Everyone

(d) Which of the following types of text do you use for shared reading in EFAL?

*(Tick either YES or NO)*

Text type	YES	NO
Big books		
DBE Workbooks		
Passage written on chalk board		
Photocopied sheets or stories		
Readers		

(e) Which of the following lesson types do you think are the most important for grade 1 EFAL teaching?

*(Tick two boxes)*

Lesson type	Tick two boxes
Group guided reading	
Writing	
Listening and speaking	
Shared reading	
Language use	



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(f) What are the TWO documents did you **mainly** use to **plan** your EFAL teaching programme **for this term**?  
(Tick two boxes)

Lesson type	Tick two boxes
No plan	
Curriculum and Assessment Policy Statement (CAPS) documents	
DBE Workbooks	
Own plan (compiled by myself)	
Lessons compiled with/by another teacher at this school	
Lesson plans compiled by provincial/district education department	
Teachers guide or textbooks	

(g) Which of the following learning areas do you enjoy teaching the most?

Subject	Tick only 1 box
Numeracy	
Home language	
First Additional Language	

(h) Which of the following learning areas do you enjoy teaching the least?

Subject	Tick only 1 box
Numeracy	
Home language	
First Additional Language	

**7. Continuous development and support:**

(a) How strongly do you agree with the following statements? (Select **one** option in each row)

Statement	Disagree strongly	Disagree a bit	Agree a bit	Agree strongly
(i) I feel supported and recognised for my work	1	2	3	4
(ii) In the last 10 working days I have been praised for my work	1	2	3	4
(iii) I have already received curriculum support this year	1	2	3	4
(iv) I feel stressed by work	1	2	3	4
(vi) I would like additional help with the teaching of EFAL	1	2	3	4

(c) How often do the following persons meet with Grade 1 teachers to discuss the teaching of English as First Additional Language with you?

Person	Never	Once a year	Once a semester	Once a term	Once a month	Once a week
School principal	1	2	3	4	5	6
Head of Department	1	2	3	4	5	6
Subject Advisor*	1	2	3	4	5	6

\* That is, any Curriculum Implementers or other designated such officials from the District or Circuit Office



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(d) In the last year (2016), did you receive professional in-service teacher training on how to teach English as First Additional Language (EFAL)?

Yes

1

No

2

**8. Use of computers and technology**

(a) Do you or your household have the following technology items?

Item	Tick all applicable
Computer	
Smartphone	
Cell phone with no internet	
Tablet	
None	

(b) Do you regularly use the following technology functions?

Item	Tick all applicable
Whatsapp	
Facebook	
Internet banking	
Email	
Microsoft Word	
GPS/Google Maps	
Educational websites/apps	
None	

(c) How strongly do you agree with the following statements?  
*row)*

*(Select one option in each*

Statement	Disagree strongly	Disagree a bit	Agree a bit	Agree strongly
(i) I feel excited to use new technology	1	2	3	4
(ii) When using a new technology such as a new cellphone I usually need help to get going	1	2	3	4
(iii) New technologies like smartboards, computers and tablets would be easy for me to use in my teaching	1	2	3	4



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**8. English language exercise**

(a) Ask and record if the teacher will be prepared to complete a simple language assessment in English (to be used only for research purposes). It will contain 10 multiple choice items and will have a 2-minute time limit.

Is the teacher willing to participate in the English assessment?      Yes  1      No  2

(b) *Administer the language assessment now. Hand the teacher the questionnaire to complete the assessment, and after two minutes ask for it back.*

THE TEACHER TEST IS ON A SEPARATE PAGE THAT THE TEACHER WORKS ON. THE FIELDWORKER THEN INSERTS THE TEACHER’S RESPONSES INTO TANGERINE AFTER THE INTERVIEW IS FINISHED.

For items 1 to 6, the fieldworker should insert the response (A, B, C or D) and for items 7 to 10 the fieldworker should use a memo to decide whether the answer is correct or incorrect.

TEACHER TEST RESPONSES

- 1. A,B,C or D
- 2. A,B,C or D
- 3. A,B,C or D
- 4. A,B,C or D
- 5. A,B,C or D
- 6. A,B,C or D
- 7. Correct/incorrect
- 8. Correct/incorrect
- 9. Correct/incorrect
- 10. Correct/incorrect

**Thank you for your time and effort!**



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(The data-collector completes the remaining information by observing the classroom.)

## Classroom Observation

### 9. Observation of classroom facilities and materials

(a) Describe the general maintenance and upkeep of the teacher's classroom.

Strong state of disrepair / general untidiness (e.g., litter, many broken windows, etc.)	Moderate signs of disrepair / untidiness	Minor signs of disrepair / untidiness	Well-maintained, clean, neat
1	2	3	4

(b) Rate the existence, sufficiency and quality of the classroom infrastructure, facilities and materials as indicated in the table.

(Data collector inserts an "X" in **each row**. The rating key appears in the table.)

Facility	Key				☹	☹	☺	☺
	☹	☹	☺	☺				
<b>(i) Lighting / windows</b>	Dark, gloomy	Poor light	Average light	Bright	1	2	3	4
<b>(ii) Learner desks / chairs</b>	Not enough for even half	Enough for about half	Enough for 75% or more	Enough for everyone	1	2	3	4
<b>(iii) Overall space</b>	Way too small	Too small	Acceptable	Ample space	1	2	3	4
<b>(iv) Chalkboard, chalk &amp; eraser</b>	None	Poor state	Average	Good state	1	2	3	4
<b>(v) Reading corner / box library</b>	None	Small, dated	In between	Well stocked	1	2	3	4
<b>(vi) DBE workbooks</b>	None	Shared by 4+ learners	Shared by 2-3 learners	Every learner has own	1	2	3	4
<b>(vii) English wall charts / posters</b>	None, very poor quality, outdated	Minimal, poor quality, dated, not fully relevant to Grade 1	In between, average numbers, relevant, learners can see them quite well	Well stocked, good quality, relevant to Grade 1, all learners can see them well.	1	2	3	4
<b>(viii) Picture wall charts/ posters (no words)</b>					1	2	3	4
<b>(ix) Flash cards displayed on classroom walls (any language)</b>	None	A few	Many	Many and in good condition	1	2	3	4

**Thank you for your time and effort!**